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ABSTRACT

This health module presents specific objectives for a health education course on prevention of communicable and noncommunicable diseases. It presents specific objectives together with suggested activities to meet those objectives. Several suggested activities incorporate the teaching strategy of cooperative learning as a means to assist in student bonding. The module is divided into four major grade groups: primary, upper elementary, middle school/junior high school, and high school. Each suggested activity in the module is categorized in five areas. Three of the five areas are related to the anticipated, applied level of thinking skills needed by the student to complete the activity. The other two components indicate if the activity involves the application of skill and/or a bonding technique. Bonding application lessons refer to activities which involve the formation of relationships with peers, family, or community. (JD)

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ED320907

HEALTH MODULE

PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

Funded through a grant from the
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OVERVIEW

The prevention of communicable and noncommunicable diseases is only one component of a comprehensive health education curriculum. Other components would include, but are not limited to, human growth and development, nutrition, substance abuse prevention, physical, mental and emotional health (including youth suicide, first aid, safety and accident prevention) and community and consumer health. A well-developed comprehensive health education curriculum is designed to teach knowledge as well as the development of skills, i.e., building student self-esteem. This combination of skills and knowledge will empower our youth to evaluate their behavior, take responsibility for their health and understand the consequences of their actions. This approach emphasizes the concept that the student should develop a positive lifestyle which will lead to the prevention of disease and disability.

This health module presents specific objectives, together with suggested activities to meet those objectives. Several suggested activities incorporate the teaching strategy of cooperative learning as a means to assist in student bonding. Cooperative learning involves students working together in small groups for extended periods of time. Instructional situations can then be structured to create meaningful interdependence with the cooperative learning groups. Each student becomes a responsible group member. In order to be successful, the group must learn to work together. Cooperative learning provides the opportunity for the students to practice the skills of communication. The students learn to be active listeners, to give everyone in the group an opportunity to contribute, to solve problems, to debate and discuss and to be active decision makers.

This guide is not a mandatory course of study. It does, however, offer recommendations based on current research and information. It is incumbent upon each school district, using the various elements that contribute to successful program planning, to take the leadership in designing a curriculum reflective of its own community needs and expectations.

IMPORTANCE OF THE MODULE

Connecticut's future lies in the hands of its children. If we fail our children by not providing them with the tools needed to be productive citizens, we have failed as a state and as a nation. Many of our students find Connecticut an ideal place to learn and grow. We have excellent school systems. We have lakes, salt water beaches and fine recreational areas. We also host numerous major cultural events and are within easy traveling distances to New York and Boston. Connecticut provides opportunities that both challenge and enrich. However, we have children who are growing up in a world where abuse, addiction, poverty, teenage pregnancy, disease, depression and extreme stress are a reality.

For instance:

- Mortality and morbidity rates for all age groups have gone down over the past 20 years except those for teens, which are 11 percent higher. (1)
- Nearly one in five girls and one in 10 boys in the U.S. have attempted suicide. (2)
- Fourteen percent of Connecticut's teens currently are working through depression. (3)
- More than 9,100 Connecticut teens were pregnant in 1986. (4)
- Approximately 2.5 million teenagers in the U.S. are infected with a sexually transmitted disease each year. (5)
- One in every four people treated for a sexually transmitted disease in Connecticut were 19 and under. (6)
- As of July 1989, national figures indicate there are 102,621 confirmed cases of AIDS with 399 of those cases in the 13-19 age range and 21,039 in the 20-29 age range. (7)
- As of May 1989, Connecticut had 1,320 confirmed cases of AIDS. (7)
- The average age to have sexual intercourse for the first time is 16 for girls and 15.5 for boys.
- In 1986, there were an estimated 2.2 million reported cases of child abuse or neglect. (3)
- Every day in the U.S., 988 children are abused. (9)
- Thirty-six percent of fourth grade students surveyed in the U.S. have felt pressure to try alcohol or marijuana. (10)

Each day one million working Americans call in sick. More than 330 million work days are lost each year due to health-related causes and more than 10 percent of the gross national product goes to health care costs. As a state and as a nation we must take action. With

approximately 41,700 teachers, administrators and support staff working with 468,300 students in the Connecticut public schools, we have an enormous opportunity and responsibility to make positive health changes in our society. (Adapted from the Wisconsin Health Education Guide - 1985.) The schools, however, are only one agent involved in this process. We must work in conjunction with the family and the community at large.

In this changing society, students must be empowered to take charge of their lives, to make healthy decisions, to respect their bodies and minds as well as those of others. We believe that this module used in conjunction with a strong skill-based health program will help provide students with some of the tools necessary to deal with today's societal stresses.

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HOW TO USE THE MODULE

This module is divided into four major grade groupings: primary, upper elementary, middle school/junior high school and high school. The module was developed in the format of grade groupings to accommodate differences in individual districts. It is incumbent upon each district to select developmentally appropriate learning objectives and activities for each specific grade in which health will be taught. For example, if health is taught in the first grade, rather than addressing the primary level, the curriculum must specifically target learning objectives and activities for the first grade.

Districts may use the following criteria in determining appropriate objectives and activities for specific grades:

- Are the selected objectives and activities developmentally appropriate?
- Are the selected objectives and activities following a sequential pattern?
- Are the selected activities culturally sensitive to your specific population?
- Are the knowledge-based activities linked with skill-building activities?
- Are your students' identified risk factors being considered?

The modules contain the following information:

- A list of recommended learning objectives that should be met by students at the end of each grade grouping;
- A list of suggested activities which address the stated learning objectives; and
- Where appropriate, recommended resources for each learning objective.

To give background information and to provide a resource for the health teacher, the Appendix contains the following:

- A suggested list of available resources;
- A glossary of terms;
- A bibliography – for both students and parents; and
- Suggested activities by grade.

Although several suggested activities include the application of the decision-making model and other skill-building activities, i.e., enhancing self-esteem and developing interpersonal skills, there are no specific lessons which address the issue of how to teach these skills. Several commercial comprehensive curriculum packages provide specific lessons in this area.

Each suggested activity in the module is categorized in five areas. Three of the five areas relate to the anticipated, applied level of thinking skills needed by the student to complete the activity. The other two components indicate if the activity involves the application of skill and/or bonding techniques.

The key below describes the five categories:

- GI – Gaining Information
- CA – Comprehension and Application
- EK – Extending Knowledge
- SA – Skill Application
- BA – Bonding Application

Activities which are identified as gaining information basically involve listing, naming, labeling or in other ways gaining basic knowledge. Activities which are identified as comprehension and application involve the comprehension, interpretation and application of the knowledge learned. Activities which are identified as extending knowledge represent a higher level of thinking, in that the knowledge is examined, judgment and evaluations are made and new or creative designs could occur as a result. In some cases activities involve more than one level of thinking skills to complete and are so indicated with multiple Xs. The category of skill application indicates if the activity involves the application of skills, i.e., decision making, refusal skills, problem solving, enhancing self-esteem. Bonding application lessons refer to activities which involve the formation of relationships with peers, family or community.

Although a variety of communicable and noncommunicable diseases are mentioned throughout the module, teachers are encouraged to include diseases that might affect particular cultures in specific school populations, e.g., sickle cell anemia. Also, teachers need to be aware of cultural differences in terms of disease prevention and modify the activities to address them.

The suggested objectives and activities should be used to help teachers get started and to provide a direction that would be developmentally appropriate for specific grade groupings. This module is not intended to be all inclusive or mandated by the State Department of Education.

The learning objectives and activities included in this module are those that will result in the attainment of knowledge experts in the field believe children should have. However, Sec. 10-19 (b) and 10-16 (e) and (f) of the *Connecticut General Statutes* provide for the rights of parents to exempt their children from those programs that the school district deems to be AIDS education and family life education.

These resources, e.g., books, videos and filmstrips, have been suggested by professionals in the field. The State Department of Education has not previewed all of the resources listed and recommends that each school district preview them prior to use with students.

TEACHING STRATEGIES

Skills Defined

The overall goal in health education is to help students learn to minimize health risks and avoid behaviors which can adversely affect their health. These strategies enable students to have the power to make appropriate decisions and to become productive citizens. The goal of acquiring information must interface with skill development strategies.

Those essential skills that have been articulated are as follows:

- **Communication** — The ability to express oneself verbally and nonverbally. The interchange and interpretation of ideas.
- **Decision making** — Skills for looking at and examining the available options. Gathering information and making informed decisions.
- **Self-Concept** — The ability to feel good about oneself. This includes taking inventory of one's own current strengths and weaknesses.
- **Coping strategies** — Skills necessary for dealing with change, stress and loss in one's life.
- **Bonding** — A formation of close relationships with family, school, peers, community and society.
- **Interpersonal relations** — Skills necessary for establishing and maintaining appropriate relationships both in the home and with friends. The ability to evaluate friendships.

(Adapted from the Columbia Health Guide, Columbia, CT)

CLASSROOM ENVIRONMENT

It is important to establish an environment that is comfortable for the student. The student must know that the ground rules established for the classroom will be adhered to and that the classroom is emotionally safe. The physical setup of the classroom conveys messages as to the comfort level of the environment. It is suggested that a variety of classroom settings be considered, e.g., students sitting on the floor for discussion, desks and/or chairs placed in a circle and students arranged in small groups. Consideration also might be given to the notion of the students designing their own classroom environment. Connecticut's Common Core of Learning (1987) states that each student should be able to:

- "develop productive and satisfying relationships with others based on mutual respect;" and
- "develop a sensitivity to and an understanding of the needs opinions, concerns and customs of others."

Recommended ground rules for the classroom environment include the following:

- Teachers and students should respect each other by not asking personal questions.
- "I" statements should be used to state opinions or feelings.
- No one should ridicule anyone else for asking a question or making a sincere comment or suggestion.
- Not everyone in the class will agree on issues. Students should try to respect their classmates' different opinions.
- Teachers should answer student questions at the appropriate developmental level.
- No one should get hurt mentally or physically.
- Everyone has a responsibility to help others feel good about themselves.
- Students need to strive for confidentiality in not disclosing other students' personal feelings and statements which may be shared in classroom discussions.
- Students should have the option to pass during class discussion. The teacher also should have the option to pass for the purpose of further studying a question or for considering an appropriate context.
- When possible, proper terminology should be used.
- Sexual abstinence must be stressed as the best avenue to prevent unwanted pregnancies and the transmition of sexually transmitted diseases, including AIDS.

In order to promote school and community bonding, it is further recommended that:

- students be encouraged to share class discussions with their parents or guardians;
- teachers and administrators plan and conduct workshops for the parents or guardians, staff and other interested persons as to the importance of a comprehensive health program and share curriculum materials with them;
- teachers and administrators be aware of community resources that would serve in assisting students; and
- teachers and administrators provide opportunities to enhance the skills of parents to better recognize and address the health needs of their children.

In such an environment the teacher might want to lead the students in processing a variety of feelings, reactions and understandings. A few examples of such open-ended statements might include the following:

During this activity:

- I learned...
- I noticed...
- I observed...
- I wished...
- I was aware...
- I could identify...
- I decided to...
- I felt...
- I thought...
- I planned to...

HOW TO ANSWER STUDENTS' DIFFICULT QUESTIONS

Often the most difficult and frightening part of health education for teachers is not in presenting information, but in answering difficult questions.

The following procedures from Skerker (1988) have been developed to prepare teachers to feel confident and comfortable in answering children's questions, particularly those questions that relate to morals or values.

1. Listen Carefully

Children often ask long, sometimes convoluted questions about sex, illness, death or emotional issues. Adults may "tune out" or become embarrassed themselves. During this process, both child and adult can be drawn away from the main issue. Developing good listening skills will help the adult answer the child's question.

2. Take A Deep Breath

Taking a deep breath serves two functions:

- It gives you time to think.
- It brings extra oxygen to the muscles, allowing you the chance to relax before answering a difficult question.

3. Question Yourself

Ask yourself what question the student is really asking.

4. Restate The Question

If you believe you understand the question, restate the question as you understand it before you attempt to answer it.

If you are unsure about the question, ask the student to restate it. This technique allows the student to clarify the issue in his or her own mind and restate the question in his or her own words.

5. Answer The Related Question

Once you understand the question, answer it briefly, honestly and directly. Do not add related information.

Remember that teachers should never feel they must answer every question. Teachers should acknowledge the importance of the question and praise the child for asking the specific question. However, teachers should not feel that they must be experts on everything or feel compelled to take a stand on all issues. Referring students to other resources on specific issues is not only acceptable but also an important teaching technique. By identifying a variety of other resources, the teacher helps students understand that they are not alone, that there are a variety of "helpers" available. Key resource people to mention are parents, clergy, school personnel such as nurses, counselors, social workers, administrators and community "helpers" or agencies.

6. Ask The Student, "Do You Understand?"

Never assume that simply because you have answered the question correctly, the student has understood the information.

7. Check The Student's Comprehension

Ask the student to explain to you what he or she learned or understood from your discussion.

8. Correct Errors Or Omissions

9. Praise The Student

Students may ask questions that are important or silly. Regardless of the nature of the question, always praise the student for asking the question.

This process may seem awkward at first, but with practice these steps make answering students' questions easier for adults. More importantly, it allows the teacher to present information in a manner that is helpful to the student.

From *"AIDS: What Every Teacher Must Know;"*
Educator's Manual by Veronica M. Skerker.
Weston, CT: Instructional Media Institute, 1988
Used with permission.

DECISION-MAKING MODEL

Students need practice in making decisions. The skills students need in order to make appropriate decisions include abilities to observe, listen, gather information, classify information, compare and contrast facts, and to interpret, analyze and evaluate the information. Students need to be able to process specific health concepts, facts and situations before deciding what course of action is appropriate and responsible. It is strongly recommended that students practice these skills frequently. To use the model, students need help with the following:

- Identifying the problem;
- Brainstorming various solutions that might resolve the problem;
- Examining the alternatives by analyzing the positive and negative consequences of the proposed alternatives in terms of whether or not the decision is safe, legal, healthful, shows respect for self and others and follows the guidelines established by parents or guardians;
- Selecting an appropriate solution;
- Accepting the consequences of the decision; and
- Evaluating the decision and making changes if necessary.

(Adapted from *Guidelines for Improving School Health Education K-12*, Ohio Department of Education, and *AIDS: Understanding and Prevention*, Merrill Publishing Co., 1988)

REFUSAL-SKILLS MODEL

Listed below is a suggested procedure for helping students "say no." Refusal skills are techniques that can be used to reinforce decisions and show respect for the individuals in the situation, while following a path that is safe and consistent. The refusal of one individual to engage in unsafe or undesirable behavior can help others to support their inclination to say no. In using this model students should:

1. Ask questions
    - Why are we going . . .?
    - What are we going to do . . .?

2. Name the potential trouble
    - That's . . .

3. Give a reason for your refusal
    - I do not want to do that because . . .
    - If I do that . . .

4. Provide alternatives
    - Instead let's . . .
    - Why don't we . . . .

5. Take definite action
    - I am not going but if you change your mind you can . . .
    - Physically leave the encounter

A student under pressure should think of the following tips:

- Stay calm
- Look directly into the eyes of the other person
- Use "I" statements in the refusal process
- Say the person's name

- Pause
- Do not waiver with the decision
- Repeat the decision
- Do not try to argue - continue following the refusal skill model

(Adapted from Merrill Publishing Co., *AIDS: Understanding and Prevention* and CHEF, *Here's Looking At You, 2000.)*

POTENTIAL POSITIVE AND NEGATIVE CONSEQUENCES

Prevention Of Communicable And Noncommunicable Diseases

If the knowledge and skill-based objectives, as outlined in this module, are met, it can be assumed that the positive outcomes listed below may occur. Conversely, it can be assumed that if the knowledge and skill-based objectives are not met, undesirable or negative consequences may occur.

Potential Positive Outcomes	Potential Negative Consequences
• increased self-esteem	• poor self-image
• establishment of lifelong positive health behaviors	• vulnerability to disease
• development of coping skills	• inability to cope and make appropriate healthy decisions
• improved academic performance	• low school achievement
• increased ability to cooperate and work with peers and others	• feelings of alienation
• acceptance of individuals who are different	• inability to accept individuals who are different, e.g., people with AIDS and other diseases or disabilities
• reduced risk of premature death	• depression and suicide
• reduced illness	• irresponsible behaviors which may lead to life-threatening diseases, e.g., AIDS
• prevention of transmission of diseases, including sexually transmitted diseases and AIDS	• participation in potentially harmful behaviors
• avoidance of "risky" behaviors that may lead to disease	• lack of knowledge of community resources
• increased school attendance	• increase in school absences
	• truancy and dropping out

RISK FACTORS FOR PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

Listed below are factors that might put a student at greater risk for undesirable health consequences. Many of these risk factors are societal problems. Schools cannot have an impact on all of them. However, individual schools may need to adjust their programs in order to compensate for community, family or individual risk factors.

- Family history or ethnic susceptibility to disease, i.e, heart disease, sickle cell anemia
- Dysfunctional family systems
- Language barriers
- Lack of health care
- Lack of community resources
- Lack of financial resources
- Lack of knowledge of and access to community resources
- Poor nutritional status

GOALS – PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

The overall goal of this module is to provide students with the knowledge and skills necessary to evaluate their behavior, take responsibility for their health, and understand the consequences of their actions in order to minimize and/or avoid health risks.

To this end, this module will provide students with opportunities to gain an understanding of:

- accurate information related to the prevention, transmission, symptoms and treatment of diseases;
- the practice of skills in the understanding, interpreting and evaluating health information;
- the connection between individual behavior and the development of a healthy individual;
- the application of the decision-making process and the refusal-skill model to a variety of situations;
- the need to accept responsibility for personal health and protection, as well as family and community health; and
- how to utilize available health services and resources.

CONTENT AND SKILL OBJECTIVES

The objectives listed in this section will provide students with the knowledge necessary for them to act responsibly. The attitude and attribute skills combined with the knowledge areas will provide the tools for students to evaluate their behavior, take responsibility for their actions and understand the consequences of their actions.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

	MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
PRIMARY	The students will: • define and describe the importance of good personal hygiene; • identify behaviors which promote good personal hygiene; • define the terms *communicable* (infectious) and *noncommunicable* (noninfectious) diseases; • identify germs as the cause of communicable disease; and • identify the role health care providers play in preventing and treating disease.	**Decision Making** The students will: • list ways to ask adults for help in making appropriate choices; • brainstorm ways of dealing with problems; • list ways to stay out of trouble; and • recognize that all behaviors result in consequences. **Self-Concept** The students will: • accept that they are worthy of care and consideration; • accept that they are lovable and capable; • list examples of positive and negative feelings; and • describe appropriate ways of expressing positive and negative feelings. **Interpersonal Skills** The students will: • practice positive ways to ask for what they want from peers and adults; • practice ways to ask for help and support from adults; • demonstrate appropriate ways of expressing positive and negative feelings; • say NO to friends when appropriate in a way that will not hurt their feelings; • say please and thank you; and • practice making "I" statements.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
PRIMARY, continued	**Bonding To Family, Peers And Community** The students will: • practice making other children feel included and accepted in group situations; • name adults who might be helpful to them, e.g., parents, relatives, teachers, clergy, doctor; and • learn to cooperate with others.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

UPPER ELEMENTARY

The students will:

- describe the relationship of personal behavior to health;
- describe the effect peers, family, community and the mass media have on healthy behavior;
- describe the physical, emotional and social characteristics that promote healthy lifestyles;
- identify the route of transmission of communicable diseases;
- identify the symptoms, causes and preventions of communicable and noncommunicable diseases;
- identify the roles heredity and environment play in health; and
- name the leading causes of death in the United States.

Decision Making

The students will:

- recognize that an individual has choices;
- identify the role peers play in decision making;
- identify the steps in the decision-making process;
- role-play decision making; and
- accept the consequences of their own behavior.

Self-Concept

The students will:

- appreciate that they are worthy of care and consideration;
- appreciate that they are lovable and capable;
- identify positive qualities in themselves and others;
- identify ways to enhance their strengths and minimize their weaknesses;
- practice behaviors that enhance their self-image; and
- practice expressing feelings appropriately.

Interpersonal Skills

The students will:

- practice assertiveness skills;
- identify resources for help within the family, school and community
- ask adults for help;
- demonstrate verbal and nonverbal communication skills;
- practice expressing positive and negative feelings in an appropriate manner;
- give positive feedback to peers;
- role-play giving constructive criticism to others;
- role-play refusal skills;
- identify strategies for managing stress, depression and personal loss; and
- list warning signs of suicide.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
UPPER ELEMENTARY, continued	
	Bonding To Family, Peers And Community The students will: • accept diversity within their class, school and family; • describe the role the individual plays within his or her peer group and family; • analyze the need children have to belong to some group and the role this need plays in peer selection; • describe peer pressure; and • develop a sense of "classroom community" by accepting individual differences and learning to work cooperatively.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

MIDDLE/JUNIOR HIGH

The students will:

- evaluate their personal health practices and behaviors;
- identify ways to improve their personal health practices;
- describe symptoms, causes, prevention methods and route of transmission of communicable diseases;
- describe the symptoms, causes and prevention methods of non-communicable diseases and handicapping conditions;
- evaluate environmental, social and heredity factors that may place them at risk for disease;
- describe the leading causes of death in the United States and for adolescents; and
- define the roles that medicine, research and government play in the prevention and control of diseases.

Decision Making

The students will:

- analyze the role the mass media play in individual decision making;
- practice the decision-making process in everyday life; and
- identify short- and long-term consequences of behavior.

Self-Concept

The students will:

- respond to others in a manner that reflects that they are worthy of care and consideration;
- remember they are lovable and capable;
- practice positive self-talk (see glossary);
- identify strategies for enhancing their self-image;
- evaluate personal behaviors that may hurt themselves or others;
- give and receive constructive feedback; and
- examine the relationship between individual behavior and others' perceptions of that behavior.

Interpersonal Skills

The students will:

- be assertive when appropriate;
- distinguish between reliable and unreliable sources of information;
- recognize when adult help is needed;
- ask for help for themselves and others when problems occur;
- identify positive ways of gaining attention;
- practice making "I" statements;
- give praise to peers;
- practice giving constructive criticism to others;
- practice strategies for managing stress, depression and personal loss;
- describe warning signs of suicide;
- recognize enabling behavior in themselves; and
- practice refusal skills.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS
MIDDLE/JUNIOR HIGH, continued	**Bonding To Family, Peers And Community** The students will: • respond in positive ways to students who may be different from themselves; • analyze their emotional needs and find appropriate methods to meet them; • demonstrate cooperation and commitment and accept personal responsibility for successful completion of a group project; • describe the role individuals play in the success or failure of a community; • describe the importance of volunteerism; • share the reasons peer influences become critical during adolescence; and • develop a sense of "school community."

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

HIGH SCHOOL

The students will:

- evaluate their present lifestyles as they relate to wellness;
- articulate strategies to achieve maximum health as adults;
- identify and describe diseases or conditions that can affect the health of women, e.g., breast cancer, teenage pregnancy, STD (including AIDS) and heart disease;
- identify and describe diseases or conditions that can affect the health of men, e.g., testicular cancer, STD (including AIDS) and heart disease;
- evaluate behaviors that can prevent or minimize the risk of contracting diseases or developing conditions that affect women and men;
- identify hereditary factors in their families that increase the risk of developing noncommunicable diseases, e.g., breast cancer, high blood pressure, heart disease;
- utilize the decision-making process as it relates to healthy behavior; and
- identify community health resources.

Decision Making

The students will:

- internalize the decision-making process;
- accept responsibility for the effect their behavior may have on others;
- analyze short- and long-term consequences of their own behavior; and
- consistently resist negative peer pressure.

Self-Concept

The students will:

- respond to others in a consistent manner valuing all individuals from diverse backgrounds;
- internalize that they are lovable and capable;
- accept themselves as unique individuals with strengths and weaknesses; and
- appreciate the uniqueness of others.

Interpersonal Skills

The students will:

- make "I" statements;
- consistently give praise to peers;
- give constructive criticism to others when appropriate;
- incorporate stress management, coping and refusal skills into their lifestyle;
- develop a plan for whom to contact, what to do and how to get help for a friend who may be potentially suicidal, drug involved or have a serious emotional or physical problem;
- practice ways to stop their enabling behavior;
- recognize and accept that adult help may be necessary; and
- incorporate refusal skills in individual lifestyle.

MAJOR CONTENT AREA:
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MAJOR OBJECTIVES	ATTITUDES/ATTRIBUTES SKILLS

HIGH SCHOOL, continued

Bonding To Family, Peers And Community
The students will:
- value diversity within their school and community;
- recognize needs in others and find appropriate ways of meeting those needs;
- describe the importance of peer groups in their lives;
- analyze the role of one's family during adolescence;
- analyze contributions that individuals make to group success or failure;
- volunteer for a project of their choice within their community;
- develop a sense of responsibility to the community in which they live; and
- internalize one's need to belong.

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PRIMARY

Instructional Objective 1

The students will define and describe the importance of good personal hygiene.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher explains the meaning of good grooming and personal hygiene. Students brainstorm a list of important good grooming and personal hygiene routines such as combing hair, bathing, washing hands, and brushing teeth. Students draw pictures of one or more of these activities. (**Teacher Note:** The combing and cutting of hair is a cultural practice that can be highly significant. This is a good opportunity to discuss these differences.) Teacher or students label the activities and compile for a classroom book or display in classroom.	x	x			
2. Teacher collects a variety of good grooming and hygiene products that are used daily. Students categorize the products according to the time of day they are usually used or when the activity is performed. Students discuss the importance of their own participation in these activities. Students working in small groups role-play how those products should be appropriately and safely used.		x			
3. Teacher invites a community health worker (e.g., dental hygienist, nurse, physician) to speak to the class about the importance of good personal hygiene.	x				
4. Students make a coupon book of good personal hygiene habits and give coupons to family members or friends when the activity or behavior is performed, e.g., "I will wash my hands before I eat" "I will remember to brush my teeth" "I will eat breakfast every day" Students make a chart to monitor if and when the identified behaviors are being carried out.		x			x

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

PRIMARY
Objective 1, continued

	GI	CA	EK	SA	BA
5. Teacher discusses with the students how feelings can affect their health. Sometimes when we feel bad it is difficult to learn at school and sometimes we can't eat or concentrate. Ask students if they ever felt bad. What did they do? To whom did they talk? Did their feelings affect their health? How? Did their feelings affect their healthy behaviors and choices?		x		x	
6. Students working together design a bulletin board indicating the months of the school year and label the calendar "My Tooth Story" or a similar title. Each time a student loses a tooth he/she places his/her name and a picture of a tooth in that data box. Teacher discusses the growth of teeth, the importance of taking care of our teeth and the reason for having two sets of teeth. Include in the activity the students demonstrating and practicing, in a role-playing situation, good dental care.	x	x			x
7. Students draw a picture of a child's face (using a round paper plate for the child's face works well for this activity). Using items such as a tissue, napkin, toothbrush, bandage, antiseptic and soap, the teacher describes potential situations and the students choose the appropriate item to match the situation. VARIATION: When activity is completed teacher may discuss the importance of using a tissue when sneezing. Students glue a tissue below the nose of the face. Completed projects can be put on a bulletin board.		x			
8. Students and teacher collect different types of empty containers, i.e., shampoo, toothpaste, mouthwash and soap. Students compare the ingredients in the products that are similar. For example, collect a variety of toothpaste containers and note the ingredients that are the same and those that are different. Examine the purpose of the different ingredients. Students might also check the prices of similar products, and the advertising used on the product itself.	x	x			

Resources

Books: see bibliography
Child Nutrition Programs
State Department of Education

Smile Mobile

Self-Concept - Macmillian Early Skills Program, Macmillian Educational Co., 1984

American Lung Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PRIMARY

Instructional Objective 2

The students will identify behaviors which promote good personal hygiene.

ACTIVITIES

GI	CA	EK	SA	BA
x		x		x
x	x			x
	x	x		
		x		

1. Teacher explains to class the meaning of a healthy lifestyle or following basic healthy habits. Students, working alone or in small groups, make a list of activities they have performed in the past week. Using a chart (example below) students categorize the activities into healthy behaviors, unhealthy behaviors, or undecided. Each group of students should be prepared to provide the reasons for their decisions.

Activities	Healthy Behavior	Unhealthy Behavior	Undecided
Exercise each day	x		
Swimming alone		x	
Eating breakfast	x		
Visiting the doctor	x		

2. In small groups, students discuss and list proper clothing for different weather conditions. Students cut out pictures or draw pictures of various clothing articles that match with their original list. VARIATION: Divide students into groups or teams. Teacher should have available for the students "piles" of assorted articles of clothing for various weather conditions, e.g., mittens, rain gear, snow boots, summer shirt. Teacher or student holds up a picture indicating a warm day, cold day, rainy day and so forth. For each picture designated students locate and set aside appropriate clothes.

3. Working alone, students develop a personal plan (either written or in picture form) for promoting their own healthy behaviors. With each student taking a turn, they share their ideas in a whip fashion by completing the following: "One healthy thing I plan to do is... I plan to do this because..." Teacher might make a bulletin board or classroom storybook of their health plans.

4. Students brainstorm reasons why people might not follow healthful behaviors. Students discuss the reasons for these behaviors and evaluate if those reasons are valid. If not valid, how can those behaviors be changed in a positive, healthy way? What are the alternatives?

PRIMARY
Objective 2, continued

	GI	CA	EK	SA	BA
5. Students working in small groups develop a list of classroom jobs that would make the classroom more beautiful and a place where students would like to come to learn. Discuss how a pleasant environment can make you feel good. Teacher working with the students implements one or two of the students' ideas.	x	x			
6. Teacher discusses the importance of being able to express feelings and that feelings can affect physical health. Children then complete each of the following sentences and draw a picture illustrating how they feel at one of these times. I feel good when... I feel happy when... I feel angry when... I feel afraid when... I feel worried when... I feel sad when...		x			
7. Students play a charade game of good health behaviors. Teacher divides the class into small groups of four to six students per group or divide class into two teams. Each group is assigned a variety of health behaviors and then one at a time students silently act out those behaviors, e.g., putting on a coat, riding a bicycle, washing their faces, expressing specific feelings, brushing teeth. Other students guess what behavior is being portrayed.		x		x	

Resources

American Heart Association

AIDS Section, Connecticut State Department of Health Services

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PRIMARY

Instructional Objective 3

The students will define the terms *communicable* (infectious) and *noncommunicable* (noninfectious) diseases.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher defines and discusses the meaning of the following terms: *communicable, noncommunicable,* and *disease* (see glossary). Also include in discussion the terms: *personal hygiene, germs* and *prevent.*	x				
2. Students discuss the concept that a communicable disease can be spread from one person to another. Class will brainstorm a list of communicable diseases such as chicken pox, common cold, flu, strep throat and measles. Working in small groups, students list ways they can prevent the spread of disease, i.e., washing hands, eating good foods, covering mouth when they sneeze. Students share their list with their classmates.	x				x
3. Teacher invites a pediatrician to class to explain the meaning of communicable and noncommunicable diseases and how our bodies "fight off" most diseases.	x				
4. Students will brainstorm a list of noncommunicable diseases or diseases that cannot be spread from one person to another, e.g., cancer, diabetes, heart disease, asthma, alcoholism. Discuss the fact that some children are born with hereditary diseases and some are born with birth defects, e.g., blindness, cerebral palsy.	x				
5. Using index cards, teacher writes the name of a disease on one side of the card and on the other side indicates whether that disease is communicable or noncommunicable. The students might be divided into two teams for a game using the cards.	x				x
6. Discuss the concept that some diseases are easy to catch, e.g., the common cold, while other diseases, e.g., strep throat, are more difficult to catch. Using a piece of yarn, cotton puff ball or similar object, students try to toss and catch the object. The object is extremely difficult to catch. Some diseases are difficult to catch, e.g., strep throat. Continue activity using an object which is easy to catch, e.g., yarn ball, tennis ball. Some diseases are easy to catch because the germs are in the air. Other diseases are more difficult to catch because the germs are not in the air.		x			

PRIMARY
Objective 3, continued

	GI	CA	EK	SA	BA
7. Students working in small groups select a common disease and identify the signs and symptoms of that disease as well as methods of prevention and treatment. Share with the class.	x				x
8. Students write a story or draw a picture about what it means to be healthy or ill. Include decisions they can make to help promote good health. Share the story or picture with the class.			x	x	x
9. Teacher explains that another way students can protect themselves from becoming ill is to be very careful about what they touch, especially things found on the street, sidewalk, playground, etc. One item in particular never to touch is a needle. Needles can have germs which cause AIDS. If you find such an object tell a trusted adult. During this activity, teacher makes a list of persons who would be considered trusted adults. Students brainstorm a list of other items that, if found, they should not pick up.	x				

Resources

Special Topic Curriculum Resources Packet AIDS, Primary and Elementary, 1988. State Department of Education and Department of Health Services.
AIDS Section, Connecticut State Department of Health Services
American Lung Association
American Heart Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PRIMARY

Instructional Objective 4

The students will identify germs as the cause of communicable disease.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Describe the relationship between germs and disease. Germs cause illness and cannot be seen. Teachers review behaviors which help prevent disease such as good exercise, good diet, proper amount of sleep, washing hands, using the water fountain correctly, and covering mouth and nose when coughing and/or sneezing.	x				
2. Teacher explains and the students practice good techniques for washing their hands. Emphasis should be placed on using soap and warm water, washing hands to the count of 10 or for 10 seconds, rubbing the hands together while washing to create friction, rinsing off the soap and drying hands thoroughly.		x			
3. Using a powder puff with talcum powder, demonstrate how clapping the puff is similar to the spread of germs when sneezing or coughing and not covering the mouth. (Can also clap two erasers or blow a dandelion.) Working alone, or in small groups, students share the application of the experiment to their own healthy behaviors. (CAUTION: Some students may be allergic to talcum powder). VARIATION: Teacher opens a bottle of perfume. The diffusion of the smell is similar to that of germs. You cannot see the vapors; however, the presence of the odor means that it has traveled.		x			x
4. Teacher puts a couple of drops of salad oil on the hands of each student. Students rub the oil into the hands. Teacher explains that we cannot see germs; they are like specks of dust. Teacher then puts a small amount of paprika on the students' hands. Again, students rub hands together. The students then continue to go about their activities. As they are working, they will leave "fingerprints" of paprika. Relate that to the picking up and spreading of germs. Students, using hand washing activity outlined in activity 2, thoroughly wash their hands to remove oil and paprika.		x			
5. Explain the value of immunizations. If it seems appropriate, ask students to list the vaccinations they have received to date and why those particular vaccinations are important for children in the prevention of disease.	x	x			
6. Students working individually or in small groups share ideas as to why they think people suffer from more colds and flu in cold weather than in warm weather, e.g., in the winter people spend more time indoors and are in closer contact with others.	x				x

PRIMARY
Objective 4, continued

GI	CA	EK	SA	BA
	x			
x	x			

7. Using magazines, students make a collection of pictures of people who are doing something healthy, i.e., washing hands, brushing teeth, eating nutritious foods, exercising. Students identify how that behavior could prevent the spread of germs. Pictures and explanations could then be put into a class book or used for a bulletin board.

8. Students make a list of household products that are designed to kill germs. Discuss the importance of using caution and following the directions on the product.

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

PRIMARY

Instructional Objective 5

The students will identify the role health care providers play in preventing and treating disease.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students identify community helpers who help in prevention, control and treatment of health problems, such as the school nurse, doctor and dentist. Discuss the role of each of the health helpers.	x				
2. Teacher discusses with class the meaning of a medical checkup. Students in small groups make a list of reasons why checkups are important and what kinds of things a doctor does during a checkup to learn about your health. Share the results with the rest of the class.	x				x
3. Students brainstorm a list of health workers. Working individually or in small groups, illustrate or make a model of a health worker performing her/his job. Class can make a bulletin board or a display of the workers.	x			x	
4. Invite a health care worker, e.g., school nurse, dentist, optometrist, ambulance attendant, doctor, into the classroom for a visit.	x				
5. Plan a trip to visit a place that provides health care, i.e., hospital, veterinary clinic, nursing home.		x			
6. Students write a story analyzing what life would be like without doctors, nurses, dentists or other health care providers. Would their lifestyle change? How? What new decisions would they have to make? What would they do in an emergency? When stories are complete, students share.			x	x	x
7. Teacher develops a form on which students can write important telephone numbers to use in emergency situations. When complete, the list should be kept near the students' telephones at home. The list might include the following telephone numbers: mom or dad at work, a neighbor, the police department, the fire department, family doctor, ambulance.	x	x			

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 1

The students will describe the relationship of personal behavior to health.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students working in small groups develop a list of basic healthy behaviors or activities, e.g., brushing teeth, washing hands, eating a nutritious snack, playing with friends. Students share the list with the entire class. Teacher compiles a complete list to display in the classroom. Working together, students draw pictures of some of the activities on the list.	x				x
2. Students will generate a daily schedule of normal activities of someone their age, from the time he or she gets out of bed until he or she goes to sleep at night. Review list and expand on details. Circle the activities which promote good health. Identify the activities which are passive and could potentially take away from healthy actions, e.g., watching TV. VARIATION: Generate daily schedule of students' own personal activities.		x			
3. Working in small groups, students brainstorm a list of physical activities which young teenagers could do in a 15-minute period instead of watching TV. Students share the list with the rest of the class, describing the benefits of the activities listed. Teacher might have the students practice some of these activities in the classroom.	x				x
4. Working in groups, students write a short story or skit about two adolescents. One child demonstrates healthy behavior patterns, while the other demonstrates unhealthy patterns. Incorporate nutrition, exercise, rest, attitude. Role-play the skit.			x	x	x
5. Individually or in small groups, students compare the nutritional components of a well-balanced lunch vs. a junk food lunch. (Prior to activity, teachers must give students background information related to nutrition, e.g., five food groups, balanced diets, recommended daily amounts of particular foods.)			x		x

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

UPPER ELEMENTARY
Objective 1, continued

	GI	CA	EK	SA	BA
6. Students generate a list of drugs – including alcohol and tobacco. Working in small groups, students choose one drug and investigate the effect that drug might have on an individual's health. Students report their information to the class. Students could illustrate their findings in the form of a picture, poster or written report. Students might brainstorm a list of sources of information before beginning the assignment. VARIATION: Discuss the effect the drug might have on fetal development.	x	x			x
7. Teacher discusses the concept that people who are sick need others to support and care for them. Discuss fears that are based on facts and fears that are based on myths. During the discussion include concerns associated with AIDS and chemical dependency.		x			x
8. In small groups, students write two or three short (30-45 seconds) health announcements to be read at the opening of school in each classroom, or over the P.A. system. Class will decide on 10 announcements which will be read one per day for two weeks.			x		x

Resources

Child Nutrition Programs – State Department of Education
Special Topic Curriculum Resources Packet: AIDS Primary and Elementary, 1988. State Department of Education and Department of Health Services
American Heart Association
American Lung Association
March of Dimes Foundation

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 2

The students will describe the effect peers, family, community and the mass media have on healthy behavior.

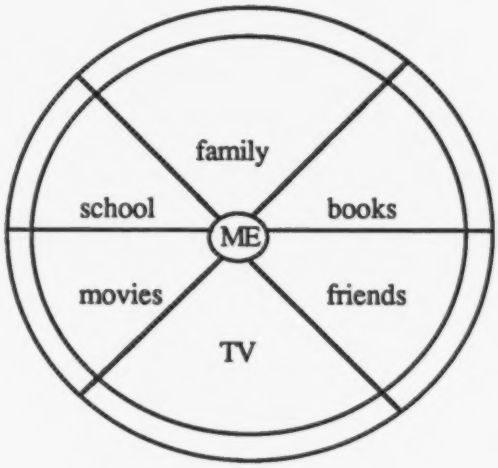
ACTIVITIES

GI	CA	EK	SA	BA
X	X			
X	X			

1. Using a dictionary students write the definition for the word *community*. Students discuss the meaning of *community* as it relates to today's society. Does it include television, newspapers, videos, music and advertising?

2. Brainstorm as a class various groups that may influence the students' health behaviors. Each student determines the groups that influence him or her personally. Draw a wheel with these groups on the inside of the wheel. (See example below). On the outer edge of each section, list ways in which the influence of that group is felt on the students' health behaviors.

Example:



UPPER ELEMENTARY
Objective 2, continued

	GI	CA	EK	SA	BA
3. Students generate a list of common services in their daily lives, e.g., water, sewage disposal, trash pickup, electricity, heat sources and access to media. In small groups, students consider potential health problems which could result from short-term (one day), to long-term (one week - one month) loss of each.	x		x		x
4. Working in small groups, students create a short skit (2-3 minutes) demonstrating the roles that the adults in their household have in creating and maintaining a healthy environment, e.g., cleaning the house. VARIATION: How do the students contribute to making their environments safe and healthy, in school, after school or at home?		x			x
5. Students evaluate and analyze the "tricks" used by advertisers to sell their products. Students bring to class newspaper and magazine advertisements, empty cereal boxes, juice containers, etc. Note slogans, colors, illustrations/pictures, types of lettering, models, clothing and environment. Examine products that promote good health and those that do not. What specific techniques do advertisers use to sell their products? Working in small groups, students "create" a product that would promote health, i.e., a new kind of toothpaste. Students design an advertisement which would sell their product.			x	x	x
6. As a class, brainstorm a list of projects that the students might make or do to help others in the community. Discuss how the students feel about helping others. Students put into action one of the projects, e.g., making cards for people in nursing homes, making a gift for a new student or someone new in the neighborhood.		x			x
7. Analyze the reasons particular products are found in specific locations in grocery stores. Examine the relationship of a product's location to the age, height and interest of the consumer, e.g., cereal with high sugar content located at eye level for children, candy and gum located at checkout counter, nonsugared cereal located at eye level for adults. VARIATION: Students visit grocery stores and record the location of particular items.			x		
8. Students write a letter to health and community agencies requesting information on infectious diseases and their control. Using the information, create a display for viewing at a PTO meeting, in the library, hallway or other appropriate location.	x				x

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 3

The students will describe the physical, emotional and social characteristics that promote healthy lifestyles.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher defines the terms *physical, emotional* and *social.* Students list the physical, emotional and social factors that influence their health behaviors, e.g., geographic location, cultural practices and family value systems. Students individually identify the three to five factors which they feel most influence their lives.	x				
2. Working individually or in small groups, students evaluate their feelings and reactions to the following: a. How do you feel when you are unable to do what your friends are doing? b. How important is it to be part of the group? c. What would you do, whom would you tell if a friend did something illegal or dangerous? As a follow-up, teacher explains and students practice the refusal skill model (see page 12).			x	x	
3. Using the three colums below, students working in small groups brainstorm a list of physical, emotional and social behaviors that will contribute to their own health.	x				x
4. Working with a partner, students interview each other regarding their favorite forms of relaxation. Using the interview information, interviewer writes a story, draws a picture for display in the classroom, or makes a storybook.	x				x
5. Students discuss what would happen to their bodies if they did not or could not exercise, were always unhappy, or had no opportunity to play and have fun.		x			
6. Silly Gymnastics – students perform exercises to music. When the music stops entire class freezes. Some simple "silly" exercises would include elbow claps, finger wiggles, hand shakes, head and abdomen pats and facial contortions. At the end of the exercise students express in written or verbal form how they felt after having an opportunity to move their bodies.		x			x

Physical	Emotional	Social
Exercise, regular checkups (medical)	Dealing with anger, having fun, controlling stress	Playing with friends, joining a group or club

UPPER ELEMENTARY
Objective 3, continued

GI	CA	EK	SA	BA
	x			
x	x			
x			x	

7. Students describe in writing how they look and feel when they are ill and when they are healthy. They might also draw pictures of themselves in both conditions. Display writings and illustrations in the classroom.

8. Discuss the importance of friends. What is a friend? What do you like to do with your friends? How do friends help each other? What do you like best about your friend(s)? Students might draw a picture of an activity they enjoy doing with a friend.

9. In small groups or working alone, students illustrate how the individual, the family and/or the community can contribute to the promotion of good health.

individual	family	community
washing hands	wearing seat belts	hospital care

Resource

American Heart Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

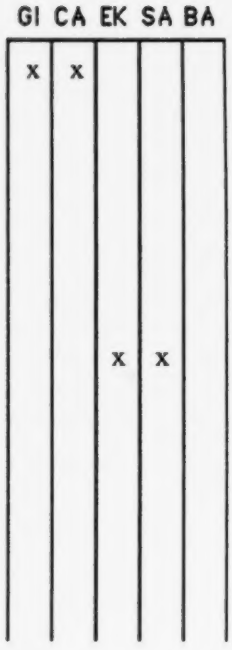
UPPER ELEMENTARY

Instructional Objective 4

The students will identify the route of transmission of communicable diseases.

ACTIVITIES	GI	CA	EK	SA	BA
1. Teacher reviews the following definitions: *transmission, communicable* and *disease*. On the blackboard, teacher lists diseases that are communicable, e.g., flu, colds, measles, lyme disease, rabies, chicken pox, mumps, AIDS, impetigo. Students working in small groups use resource material to determine how those diseases are transmitted.	x				x
2. Students working in small groups write letters to the Centers for Disease Control and their local state health departments, to obtain information about a specific communicable disease. Using the information gathered, students present a visual, oral or written report to their classmates. The report should focus on route of transmission and prevention.	x				x
3. Working in small groups, students write on a sheet of paper a short description of a communicable disease, making sure to include the route of transmission and prevention. Each group in turn stands before the class. The other students ask "20 questions" in an attempt to guess the disease.		x			x
4. Teacher explains the concept that diseases can be transmitted through a variety of ways, such as through the skin, food and air. Because illness can result from eating spoiled food, it is important to store and cook foods properly. Teacher compiles a list of particular foods to be especially careful of, such as chicken, potato salad (with mayonaise), uncooked eggs, and turkey stuffing. Working together students and teacher develop another list which describes ways to prevent the transmission of the bacteria.	x				
5. Teacher writes the letters A.I.D.S. on the blackboard. Discuss the meaning of each letter. (See glossary.) Follow with a discussion that AIDS is caused by a virus and is hard to catch. The AIDS virus is not transmitted by casual contact. The virus is transmitted through blood-to-blood contact and sexual intercourse (vaginal, anal or oral).	x				

UPPER ELEMENTARY
Objective 4, continued



6. Teacher lists body systems in which bacteria and viruses can enter our bodies: digestive system, reproductive system, respiratory system and the circulatory system (students must have prior knowledge of these systems). Students working alone or in small groups list specific behaviors that would allow entry of germs in the body, e.g., use of dirty needles, inhaling cough droplets, eating with dirty hands, sharing drinking glasses, eating spoiled food, not properly treating a wound.

7. Fill in the blank activity: Using the following communicable diseases – the common cold, measles and AIDS – present the following situation to the class: "A student has just been diagnosed as having _____. This student has been assigned to this classroom." Evaluate how they would react and feel. Would they, could they be friends? Would they play together? Visit each others' houses? Sit next to each other in class? When discussing AIDS, be sure to deal with fears and assure students the AIDS is not transmitted through casual contact. After discussion, teacher evaluates how the students' attitudes changed, based on the type of communicable disease presented.

Resources

Special Topic Curriculum Resources Packet: AIDS Primary and Elementary Levels, 1988
Connecticut Department of Education
and Department of Health Services
Connecticut Department of Health Services – Sexually Transmitted Disease Control Program
Connecticut Alcohol and Drug Abuse Commission
Connecticut Clearing House
American Heart Association
American Lung Association
National STD Hotline 1-800-227-8922
National AIDS Hotline 1-800-342-2437

Video

"Protection Against Infection - The Inside Story of the Immune System and AIDS" with Slim Goodbody. Agency for Instructional Technology, Box A Bloomington, IN 47402 800-457-4509

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 5

The students will identify the symptoms, causes and preventions of communicable and noncommunicable diseases.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher reviews definitions of the following: *communicable, noncommunicable* and *disease*. Students working in small groups make a list of diseases that are communicable and those that are noncommunicable.	x				
2. Students working in small groups research and report, in written form, ways in which diseases are transmitted from one individual to another. Students also need to include in their report health practices that would protect and reduce the chances of contracting a communicable disease, e.g., proper eating habits, getting enough rest, having regular medical checkups, washing hands before eating, controlling stress levels. (To complete this activity, students must have resource material available for their use).	x				
3. Teacher explains the importance of vaccinations in preventing disease. Students interview parents/guardians and record a list of their personal vaccinations. In class, discuss what diseases these vaccines are designed to prevent and what results might have occurred without inoculaton. (Prior to this activity, students must understand the meaning of the words *vaccine* and *inoculation*).	x	x			

Examples:

Communicable	Noncommunicable
colds	heart disease
flu	diabetes
chicken pox	cancer
measles	obesity
mumps	tonsillitis
AIDS	cerebral palsy
pink eye	appendicitis
athlete's foot	anorexia
Lyme disease	

UPPER ELEMENTARY
Objective 5, continued

GI	CA	EK	SA	BA
x	x			
x	x			
x				x

4. In small groups, students research information about the effects of smoking on an individual's health. Students put the information on paper in the form of a written report but also create or design a model, diagram or other visual representation to illustrate their findings, e.g., diagram of a diseased lung. Each group orally reports to their classmates and explains its visual display.

5. Teacher provides each student, or small group of students, with a list of common diseases. Students must identify one symptom and one way to prevent or treat each disease that is on the list.

Example:

Disease	Symptom	Prevention/ Treatment
cold	sneezing	wash hands prior to eating
asthma	wheezing	medication
heart attack	chest pain	daily exercise

6. Using index cards, students develop questions and answers related to symptoms, causes, prevention and treatment of communicable and noncommunicable diseases. Students might use the list developed in activity 5 as a resource in developing the cards. Students write the question on one side of the card and the answer on the other. After teacher checks the cards for accuracy, the cards can be used in a variety of games, such as Jeopardy.

UPPER ELEMENTARY
Objective 5, continued

GI	CA	EK	SA	BA
x				x

7. Students write letters to health agencies requesting information on the symptoms, causes and prevention of communicable and noncommunicable diseases. Using the information, students create a display for viewing at a PTO meeting, in the library, hallway or other appropriate location.

Resources

Speical Topic Curriculum Resources Packet: AIDS Elementary and Secondary Levels, 1988
Connecticut Department of Education
and Department of Health Services
Connecticut Department of Health Services – Sexually Transmitted Disease Control Program
Connecticut Alcohol and Drug Abuse Commission
Connecticut Clearing House
American Heart Association
American Lung Association
National STD Hotline 1-800-227-8922
National AIDS Hotline 1-800-342-2437

Video

"Protection Against Infection - The Inside Story of the Immune System and AIDS" with Slim Goodbody. Agency for Instructional Technology, Box A, Bloomington, IN 47402 800-457-4509

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 6

The students will identify the roles heredity and environment play in health.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher defines and discusses the meaning of the word environment. Students design mobiles or make a poster using their own drawings or those from magazines, to illustrate examples of environmental factors which can effect the students health.	x	x			
2. Working alone or in small groups, students determine good hygiene procedures to follow at home when a family member has an infectious condition, i.e., strep throat, cold, flu. Students write their ideas on a sheet of paper. Share the results of the discussion with classmates.	x	x			x
3. Teacher defines and discusses the meaning of the word heredity. Students interview family members. Compile a list of hereditary factors that have affected the health of family members i.e. heart disease, diabetes. Using that list, students research behaviors that would decrease the risk of their developing those diseases.	x	x			x
4. Teacher invites a health care professional to visit the class to discuss the effects of heredity and environment on personal health.	x				
5. Students analyze ways in which improving their environment will enhance physical, social and emotional health. Identify the factor(s) which will be improved, how that might be accomplished, and what positive health outcomes would result, i.e., asbestos removal, better heating, more windows to provide light, reduction in noise level.			x	x	x
6. Students list responsibilities they have at home, e.g., taking out the garbage, keeping room clean, washing dishes. Evaluate what might happen to the immediate environment if the students did not carry out their responsibilities.			x		

GI	CA	EK	SA	BA
x	x			x
	x			

7. Teacher discusses the concept that in many jobs special clothing or equipment is needed to help protect the individuals health and the health of others. Working in small groups, students complete a grid similar to the completed grid illustrated below.

Job	Clothing/Equipment	Reason For Use
school cafeteria worker	rubber gloves	sanitation
construction worker	hard hat	protection of head
welder	safety glasses	eye protection
boxer	mouth guard	protect teeth
dentist	rubber gloves	protection against disease

8. Teacher and students working together plan a field trip to a water purification plant, sewage treatment plant or a garbage disposal plant.

Resources

American Heart Association
American Lung Association
Environmental, Conservation and Ecological Organizations

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNCABLE DISEASES

UPPER ELEMENTARY

Instructional Objective 7

The students will name the leading causes of death in the United States.

ACTIVITIES

GI	CA	EK	SA	BA
x				x
x	x			
	x			x
x				
x				

1. Discuss the fact that for teenagers in the United States the leading causes of death are suicide and accidents related to drugs. In the adult population, the leading causes of death are heart disease, cancer and stroke. Students working in small groups create posters, skits, songs, etc. advertising healthy behaviors that can help prevent the major killers.

2. Students working alone or in small groups choose one of the leading causes of death and research a list of behaviors that would put an individual at greater risk and a list of behaviors that would reduce the risk of death from this cause. Put into chart form. Example:

Cause of death	Risk Behaviors Behaviors	Preventative
Drunken Driver Auto Accident		

3. Students working in small groups consider the leading causes of death in a particular age category. Determine which causes can be prevented and/or controlled by altering behavior and which causes are difficult or impossible to control. As a result of this discussion, students might develop a health contract to change or alter one of their behaviors.

4. Invite a representative from a health organization, e.g., American Cancer Society, American Heart Association, American Lung Association, to discuss the organization's function in reducing the leading causes of death.

5. Invite a health-care worker from a hospice to speak to the class about the function of a hospice and the care given to the patients.

UPPER ELEMENTARY
Objective 7, continued

GI	CA	EK	SA	BA
		x		x
		x		

6. Working alone or in small groups, students determine the leading causes of death 20, 50 and 100 years ago. Compare the findings to today's data. Analyze the reasons for the change.

7. Brainstorm the anticipated causes of death for the year 2025 for teenagers. Brainstorm a list of anticipated causes of death in the year 2025 for the adult population. Students research information to confirm their theories.

Resources

Connecticut Alcohol and Drug Abuse Commission
American Cancer Society
American Heart Association
American Lung Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 1

The students will evaluate their personal health practices and behaviors.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher lists seven rules of good health. Ask students if the list is complete. If not, what needs to be added. Students evaluate their own behavior and responsibility as it relates to this list. Students also evaluate the reasons b and c (below) are specifically noted. a. Eat three meals a day b. Eat breakfast daily c. No smoking d. No alcohol or illicit drugs e. Practice stress reduction f. Participate in physical activity three to four times a week g. Get plenty of rest	x		x		
2. Students complete a personal computerized health risk appraisal designed for middle school students. The Connecticut Health Check is available free of charge through the Center For Chronic Disease. Students evaluate the results of the appraisal.		x	x		
3. Students list health-related risk factors over which they have control (e.g., diet, exercise, sleep, drug use, stress reduction) and those factors over which they have no control (heredity and some environmental conditions). Evaluate the two lists.		x	x		
4. Teacher demonstrates how to locate and count pulse rate. Explain that the pulse rate reflects the beating of the heart. Students record a resting pulse rate and compare to a working pulse rate. Resting rate is taken while children are sitting. Working rate is taken after students have vigorously exercised for a minimum of several minutes, e.g., run in place, jog, jump rope. Students describe the differences and determine the reasons why. Discuss the differences of the resting and working pulse rate of a person who exercises aerobically at least three times a week vs. a person who is a "couch potato."		x	x		

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

MIDDLE SCHOOL/JUNIOR HIGH
Objective 1, continued

	GI	CA	EK	SA	BA
5. Teacher leads students through relaxation exercises. After the exercise, students discuss how they feel both emotionally and physically. Students list other techniques that can be used to reduce stress. Students discuss these ideas in small groups and then share with the rest of the class. Students working in small groups develop a collage, poster or mobile illustrating positive avenues of reducing stress.		x			x
6. Brainstorm a list of events, responsibilities and activities that have personally changed for the students over the recent years. Students discuss and evaluate the relationship of those recent changes to their health behaviors. Which factors have strengthened and which have weakened their health behaviors? Which factors will affect them long term and which will affect them short term?		x			
7. Each student designs and creates an art project that would illustrate his or her personal health strengths. Specific health strengths the students might incorporate would include sports, hobbies, forms of relaxation, or relationships that are part of students' life. The displays might include a mobile, poster, diagram or sculpture. Teacher urges student creativity.			x		
8. Working in small groups, students research and report on the effects of one of the following on the cardiovascular and respiratory systems: aerobic exercise eating well-balanced meals alcohol/drugs (i.e., cocaine, heroin, marijuana) stress smoking obesity	x				x

Resources

Center for Chronic Disease – Urban/Rural Health
American Lung Association
American Heart Association
Connecticut Alcohol and Drug Abuse Commission

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 2

The students will identify ways to improve their personal health practices.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Based on the analysis of the results of the health risk appraisal (see objective 1, activity 2), students will develop a personal plan which will address an area of health concern. The plan should be specific and demonstrate how that undesirable behavior will change and explain why change in that behavior is important. Students develop a contract which they sign, indicating the seriousness of their intent to change at least one behavior.			x	x	
2. Teacher invites school nurse or other health official to class to discuss positive health practices.	x				
3. Students develop a form on which they can keep a record of daily behaviors. Include a place for students to identify which of the listed behaviors could be called "healthy." Also provide a space for the student to evaluate why that behavior would be deemed "healthy" or positive.		x	x		
4. Individual students design a paper or cardboard "This Is Me" shield approximately 2' x 3'. Shield depicts special areas of interest and value for that student. Areas such as favorite hobby, favorite activity, major goals, friends, family, favorite slogan or saying, job goals, favorite physical activity and favorite foods might be included. Students should choose only four to five of the special areas listed to include in their shield. Students create shape and design format of shield. Display student shields in the classroom.			x		x
5. Students working in small groups develop information on "how we can protect ourselves from disease." Share results of discussion with class. Students might use skits, posters or songs, develop a video ad or use other creative means to share their information.		x			x
6. Students research changes in the way people lived during the past 100 years that have helped to increase life expectancy, e.g., sanitation measures, water treatment, food handling, pasteurization. Extend the activity to include anticipated measures in the future which may continue to extend life expectancy. Students report their findings.			x		

MIDDLE SCHOOL/JUNIOR HIGH
Objective 2, continued

GI	CA	EK	SA	BA
X	X			X

7. Teacher explains the relationship between emotional health and physical health. Continue the discussion with the concept that the ability to communicate effectively with words, body language and expression of feelings is an important part of maintaining good health. Prior to discussion, students respond in writing to the following:

   - How do people communicate?
   - Why do people have trouble communicating?
   - What topics are difficult to talk about? Why?
   - What can we do to communicate more effectively?

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 3

The students will describe symptoms, causes, prevention methods and routes of transmission of communicable diseases.

ACTIVITIES

GI	CA	EK	SA	BA
x				
x				

1. As a review, teacher discusses the profile of infectious diseases.

For example:

- Agents/causes – bacteria, virus, fungus
- Mode of transmission – respiratory, sexual contact, skin to skin
- Prevention – avoidance, vaccination and medication
- Treatment – nonavailable, medication, natural body defenses, time

2. Students brainstorm a list of communicable diseases. Working in small groups and using resource material, students identify the cause/agent, means of transmission, symptoms, prevention and treatment of several of the identified diseases. Use example illustrated below to help categorize.

Disease	Cause/ Agent	Transmission	Symptoms	Prevention	Treatment
common cold	virus	inhale virus	inflammation of mucus membranes, sneezing	avoid contact with people who have "new colds"	drink fluids, bed rest
strep throat	bacteria	bacteria enters mouth through objects	sore throat, fever, head-aches	avoid contact with people who have the disease	medication, antibiotics
AIDS	virus	reproductive or circulatory system	may range from none to mild to severe to extreme	don't use IV drugs, practice sexual abstinence	there is treatment, but there is no cure
athlete's foot	fungus	skin contact with fungus	itching, inflammation	do not go barefoot in public showers or locker rooms	medication

	GI	CA	EK	SA	BA
3. Teacher lists the most common STDs including AIDS. Students working alone or in small groups determine the routes of transmission, symptoms, prevention and treatment. When task is completed, students list some of the differences and similarities between AIDS and other STDs.	x	x			

For example:

Similarities	Differences
•AIDS and other STDs are transmitted by intimate sexual contact	• AIDS has a higher mortality rate than other STDs
•AIDS and other STDs can be prevented	• Presently there is no cure for AIDS

4. Working alone or in small groups, students design a chart that would be displayed in the classroom which identifies a specific disease and indicates modes of transmission of that disease. Students need to include on the chart specific student behavior which would reduce their risk of acquiring the disease.		x			x
5. Students working alone or in small groups research and list ways to build resistance to disease. Students use the information gathered to present a visual display to be set up in the classroom. Displays might include posters, mobiles, diagrams, collages. Among other things the students list should include eating a well-balanced diet, exercising regularly, getting ample sleep and relaxation, paying attention to personal hygiene, having regular medical and dental checkups, saying no to illegal and harmful drug use.	x	x			
6. Teacher develops a series of questions and answers about the symptoms, causes, prevention, treatment and routes of transmission of communicable diseases. Students work in teams of five to seven. Using the questions previously developed, the teacher sets up a Jeopardy game. If a team answers the question correctly, it scores a point. If the team answers incorrectly, the next team has the option of answering the same question or requesting a new question. Team with the most points wins.		x			x
7. Students role-play or discuss the following scenario: You have just been told that your best friend has AIDS. Would your feelings and behavior toward that person change? Why? (Throughout the discussion the teacher must reinforce the facts related to the transmission of the AIDS virus.) Repeat the role-play substituting the disease gonorrhea for AIDS. Discuss differences in attitude and behavior.		x	x	x	x

MIDDLE SCHOOL/JUNIOR HIGH
Objective 3, continued

GI	CA	EK	SA	BA
		x		

8. Students debate the pros and cons of giving free needles to drug addicts as a means of stopping the spread of AIDS. (Prior knowledge for this activity would include student information on drug addiction and treatment.) VARIATION: Debate the pros and cons of giving free bleach to drug addicts to sterilize needles.

Resources

Prevention of Disease Transmission in Schools: Information and Guidelines – AIDS. Department of Education and Department of Health Services. State of Connecticut. May 1986.

AIDS Secondary Level Curriculum Resources Packet. Department of Education and Department of Health Services. State of Connecticut. April 1987.

State Department of Health Services – Sexually Transmitted Disease Control Program

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 4

The students will describe the symptoms, causes and prevention methods of noncommunicable diseases and handicapping conditions.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher explains that noncommunicable diseases are not caused by germs and are not spread from person to person. These diseases are often influenced by heredity and personal lifestyle behaviors. Some examples of these diseases would include: cancer, heart disease and diabetes. Students brainstorm a list of other diseases that would be labeled as noncommunicable. Discuss the individual's responsibility to reduce the risk of cancer, heart disease and stroke, the three leading causes of death in the United States.	x				
2. Teacher defines the term *congenital birth defect* (defects present at the time of birth). Students brainstorm a list of common defects, e.g., mental retardation, heart defects, congenital syphilis, fetal alcohol syndrome. Students working in small groups select one birth defect and research causes, prevention and treatment of that defect. Report findings to the rest of the class. Teacher needs to explain that not all congenital defects can be prevented.	x				
3. Teacher invites a guest speaker from March of Dimes, Easter Seal Society, American Cancer Society, etc., to discuss issues and information related to noncommunicable disease and/or handicapping conditions.	x				
4. Teacher chooses one handicapping condition. Students pretend that they were born with or have this particular handicap, e.g., blindness. Working in pairs (for protection), one student is blindfolded and for a determined period of time (1/2 day, full day) follows her or his normal school day. Discussion to follow the activity would include: 1. How was it to move from class to class? 2. How did people treat you? 3. What might be the difficulties of a blind person crossing the street? 4. How could their school be improved to accommodate an individual with a handicap?		x			x

MIDDLE SCHOOL/JUNIOR HIGH
Objective 4, continued

	GI	CA	EK	SA	BA
5. Following an explanation that cancer is characterized by an uncontrolled growth of abnormal cells that invade and destroy healthy tissue, the teacher lists the seven danger signals of cancer. Include in discussion steps that should be taken if one of the danger signals is detected and the importance of early treatment. a. sore that does not heal properly b. unusual bleeding or discharge c. bump or thickening on breast or elsewhere d. change in appearance of a wart or mole and any new growth on the skin e. persistent hoarseness or cough f. persistent indigestion or difficulty in swallowing g. any change in normal bowel habits Students create a bulletin board that illustrates guidelines for lowering their chances of developing cancer.	x				
6. Teacher explains the symptoms of diabetes: excessive thirst, frequent urination, constant hunger and loss of strength. Continue discussion with the fact that diabetes is a failure of the pancreas to secrete insulin. Most diabetics, with proper care, can lead normal lives. Students discuss the responsibilities connected with self-care. What could happen if one does not follow the necessary behaviors related to diabetes and other diseases? Who needs to know if an individual is diabetic? Why?	x			x	
7. Students research several cultures around the world that have low rates of heart disease. In particular students need to study the diets, patterns of exercise and smoking trends of the other countries. Evaluate the differences of these cultural patterns as compared to the United States. Students might complete the activity by preparing and sharing foods that would represent typical low sodium and low saturated fat dishes.		x	x		x

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 5

The students will evaluate environmental, social and heredity factors that may place them at risk for disease.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students will research and compile a list of environmental, social and heredity factors that may increase their risk of disease. This activity may be performed individually or in small groups.	x				
2. Working in small groups, students research actions or changes in our society's behavior that have caused health risks or have the potential to cause increased health risks, e.g., water pollution, homeless situation, lack of employment, increased use of drugs, problems with acid rain, issues related to ozone layer, disposal of nuclear waste. Evaluate our responsibilities in the reduction or prevention of these health risks.			x	x	x
3. Students gather newspaper articles related to environmental, social and/or hereditary factors that may affect their health. Discuss the articles or write a short report on the reasons those factors could affect them personally.	x	x			
4. Students plan and implement a health fair. Students plan booths, gather information from health agencies and make posters. The fair might be held during open house, after school or at lunchtime. (The health agencies may be invited to be a part of the fair.)		x			x
5. Students develop questions for a game of Jeopardy using environmental, social and heredity health factors as major categories. Current newspaper or magazine articles might be used as sources of information for the questions.		x			x

MIDDLE SCHOOL/JUNIOR HIGH
Objective 5, continued

	GI	CA	EK	SA	BA
6. Working in small groups, students draft a new law concerned with environmental and social health issues. Discuss the ramifications of the law and if students think it would be passed. Groups report to the class.			x		x
7. Working in small groups, students discuss the following issues related to their own health care:		x			x
a. What should you think about when you choose a doctor? dentist?					
b. What signals should warn you that it might be time to change medical care professionals?					
c. What is the government doing to protect you as a health care consumer?					
After discussion each group reports its findings to the class.					
8. Students evaluate their own roles in preservation of the environment. Each student makes a list of his or her own personal actions and responsibilities that would have an impact on environmental health. Students make a commitment to making at least one positive environmental change, e.g., no littering, boycotting or limiting purchase of plastic foam products, turning off lights when not needed. Students should indicate their choice of commitment through writing, illustration, video, diagram or other means that could be displayed in the classroom.			x		

Resources

Felice, Joseph and Carolon, Patrick. *Tune Into Health*
4th edition, CEBCO, Allyn and Bacon, Boston, MA 1987.
State Department of Health Services
American Cancer Society
American Diabetic Association
American Lung Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

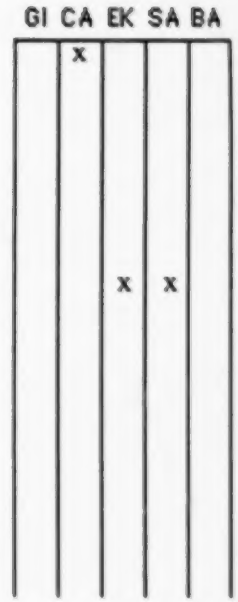
MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 6

The students will describe the leading causes of death in the United States and for adolescents.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	Teacher identifies the leading causes of death in our society: heart disease, cancer and stroke. Explain the causes, symptoms, treatment and cure for each of the diseases. VARIATION: Students research individually or in small groups the causes, symptoms, treatment and cure for heart disease, cancer and stroke. Report their findings to the entire class.	x				
2.	Identify the leading causes of death in adolescents: suicide, homicide and accidents related to drinking and driving. Students discuss, as a class or in small groups, strategies for prevention and protection and decisions students need to make to lower their risk. If students are working in small groups, they should report the strategies discussed to the entire class.			x	x	
3.	Discuss the role that our healthy or unhealthy behavior plays in our susceptibility to developing heart disease, cancer and stroke, e.g., diet, exercise, stress reduction and smoking.		x	x		
4.	Discuss the relationship of heredity, environment and mental/ emotional health in our susceptibility to developing heart disease cancer and stroke.		x			
5.	Make posters individually or in small groups illustrating the warning signs of cancer (see objective 4, activity 5 on page 58), lifestyle behaviors that might lead to heart problems, positive healthy behaviors, or other student-generated ideas related to the leading causes of death.	x				x
6.	Students participate in a fund-raising activity such as jump rope or a student-teacher volleyball game. Money collected would be donated by the students to further research efforts in the prevention of one of the leading causes of death. Students plan publicity and determine the organization to which funds will be donated. Discuss the rationale for their decisions.			x	x	x
7.	Students research major medical advances and discoveries that have occurred in the United States since 1900. Relate this research to those discoveries that have had an impact on the longevity of life and the major causes of death and disease in the United States.		x			



8. Students express in a drawing or writing the most significant event that has happened in their lives to date. Express a significant event they would like to have occur in their life in the future. How would this goal be affected if they got AIDS? Developed a heart disease? Became addicted to drugs? As a class, discuss strategies and decisions individuals can make that will lower their risk of disease and/or death.

9. Teacher introduces this activity by discussing the importance of relationships in our lives. Students fold a piece of paper in half and then in half again. They then take the folded piece and place in the right hand so that the fold is at the top and the open ends are at the right. The lower-left corner is then folded up to meet the upper fold, forming a quasi-triangle. Students draw a doll on the folded paper and then cut it out. The head of the doll must be at the point of the triangle and the hands and arms must extend out to the sides (do not cut the pieces that are connectors). The end product should be a circle of connected paper dolls. On the dolls, students write their names and the names of others they can talk to and trust. Students write one characteristic or value about these support people that makes them easy to talk with. The teacher then discusses the following questions with the students:

    1. Why are these people important and how does everyone in the circle rely upon each other?
    2. Why are the values listed important to you?
    3. What would happen if someone was missing from the circle because of suicide (circle no longer complete) or drug use?

Resources

American Cancer Society
American Lung Association
American Heart Association

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

MIDDLE SCHOOL/JUNIOR HIGH

Instructional Objective 7

The students will define the roles that medicine, research and government play in the prevention and control of diseases.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working in small groups or alone, students research and develop a list of local, national and world health organizations. Include addresses and specific functions of the various organizations listed. Share list with other groups.		x			x
2. Students brainstorm, or teacher provides, a list of researchers who have made an important contribution to the field of medicine and/or disease control, e.g., Salk, Jarvik. Individually or in small groups students research information and report to the class or design a display that relates their findings.		x			x
3. One half of the class researches today's health concerns in the United States. The other half of the class researches health concerns of the third world today. Compare and contrast the results and the effect governments have had on the care, prevention and treatment of these diseases.			x		x
4. Discuss the major diseases affecting today's population and examine the role that medicine, research and government play in the way we deal with those diseases, e.g., AIDS, heart disease, cancer, alcoholism.			x		
5. Students gather information and design a bulletin board or poster depicting the most current advances in research and medicine.	x				x

MIDDLE SCHOOL/JUNIOR HIGH
Objective 7, continued

	GI	CA	EK	SA	BA
6. Students predict what changes will take place in the medical field by the year 2000.			x		
7. Using political campaigns and platforms, students debate the role government should play in the support of health programs, e.g., socialized medicine, Medicare, AIDS or other catastrophic illness.	x			x	x
8. Working in small groups students research and discuss the controversies over research and the role the FDA has in controlling the use of experimental medicines.		x	x		x
9. Students explore career opportunities that are available in the scientific and medical fields that deal with diseases.	x				

Resources

Connecticut State Department of Health Services
Local health departments
Felice, Joseph and Carolon, Patrick. *Tune Into Health* 4th ed. CEBCO, Allyn & Bacon, Boston, MA, 1987.
Meeks, Linda and Heit, Philip. *Health: A Wellness Approach.* Merrill Publishing Co., Bell and Howell Co., Columbus, OH, 1987.
World Health. World Health Organization. Avenue Appia, 1211 Geneva 27, Switzerland.

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 1

The students will evaluate their present lifestyles as they relate to wellness.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students complete a personal computerized health risk appraisal designed for high school students. (The Connecticut Health Check is available free of charge through the Center for Chronic Disease. See resources). Students evaluate and analyze their personal health survey. Develop a plan to improve one or more area(s) that indicate unhealthy behavior. Students should be specific in detailing a reasonable plan.		x	x	x	
2. Explain the wellness continuum and how their choices affect long-term health. Discuss the concept that wellness is not just the absence of illness, it is a sense of total well-being – physical, emotional, mental and social. Health is a dynamic process.	x				

Maximum Health _____ **Premature Death**

Each student writes her or his own definition of health and wellness. Students share their definitions with each other.

3. Individually or in small groups, students research and write a report on a disease that is related to lifestyle behaviors, e.g., specific types of cancer, hypertension, heart attack, arteriosclerosis.		x			x

GI = GAINING INFORMATION
CA = COMPREHENSION AND APPLICATION
EK = EXTENDING KNOWLEDGE
SA = SKILLS APPLICATION
BA = BONDING APPLICATION

HIGH SCHOOL
Objective 1, continued

	GI	CA	EK	SA	BA
4. Invite a speaker, e.g., physician, nurse or other health professional, to speak about noncommunicable diseases and their relationship to lifestyle behaviors.		x			
5. Students plan a school fair or student workshop in which students would appraise various aspects of their physical health, e.g., blood pressure check, pulse, body fat composition, and weight. The American Association For Health, Physical Education, Recreation and Dance (AAHPERD), has a health-related test, Physical Best. Invite health specialists, e.g., school nurse, physician, exercise physiologist and athletic trainers, to assist in monitoring and collecting data.			x		
6. Students examine various diets and evaluate their potential effect on one's overall health. Especially compare a healthy way of losing weight, e.g., losing one to two pounds per week, eating three well-balanced meals a day, to a rapid weight loss diet. Evaluate some of the current fad diets.			x		
7. Teacher describes anorexia and bulimia as serious eating disorders and lists the signs and symptoms of both disorders. Discuss with students the various reasons why one might become anorexic or bulimic. Ask students when they believe normal dieting stops and dangerous dieting begins.	x				

Resources

Center For Chronic Disease – Urban/Rural Health
American Association For Health, Physical Education, Recreation and Dance
American Heart Association
American Lung Association
New England Dairy and Food Council
American Diabetes Association - Connecticut Affiliate

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 2

The students will articulate strategies to achieve maximum health as adults.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Individually or in small groups, students research and design an informative poster that includes noncommunicable disease information, health risk habits, medical treatment and prevention strategies.	x				x
2. Students identify one or two peers, relatives, neighbors other friends or adults and list their health behaviors, i.e., eating habits, use of tobacco or other drugs, stress management. Evaluate the consequences of their behaviors. Discussions might include quality of their life, life expectancy and consequences for family members and other friends.			x		x
3. Compile a list of the diseases, e.g, lung cancer, that are related to how one conducts his or her life in terms of health behaviors. Research a corresponding list of local, state, private and national agencies that help in the prevention and treatment of these diseases.		x			
4. Students develop an individual plan which might include daily exercise, weight loss or gain, or stress management. Students evaluate the plan in terms of long-term effects.			x		
5. As young adults, discuss the need and frequency for various medical checkups, e.g., dental, general physical examination, gynecological, self-tests (breast self-examination and testicular self-examination), mammography and eye examination. Teacher might invite a specialist to class to discuss one or two of the examinations in depth. Students discuss how these checkups could affect their health in the future.		x			

HIGH SCHOOL
Objective 2, continued

GI	CA	EK	SA	BA
		x		x
	x			

6. Students plan a health promotion event aimed at disease prevention for themselves and their families. Students might design and plan events such as a long distance bike ride, a walk, jump rope activities, or a field day which would emphasize cardiovascular fitness. Following the event, nutritious snacks and drinks might be provided. In planning the event, the following need to be considered:

    - obtaining support from the administration
    - contacting local volunteer organizations and community volunteers to help plan and run the event, e.g., American Heart Association; and
    - getting local media coverage.

    (Activity developed from *A Guide to Curriculum Planning In Health Education,* Wisconsin Department of Public Instruction, 1985.)

7. Teachers and students plan a visit to a local health club. If possible, students participate in one or two of the club's activities, such as an aerobics class.

Resources

American Cancer Society
American Heart Associaton

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 3

The students will identify and describe diseases or conditions that can affect the health of women, e.g., breast cancer, teenage pregnancy, STD (including AIDS) and heart disease.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working in small groups, students research and present one of the following five topics on STDs/AIDS: • transmission • signs and symptoms • testing and treatment facilities • prevention • effect on infants Presentations may include audiovisual, discussion, myth/fact sheet, lecture, guest speaker. VARIATION: Students select a specific STD and research information using the five topic areas listed above.	x				x
2. Students create informative pamphlets on STDs, including AIDS, that may be used by other students as a resource. Include in the pamphlet symptoms, prevention, treatment and counseling facilities. (Nurse's office might be a good place for distribution.)	x	x			x
3. Students discuss in small groups, and then as a class, problem STD/AIDS situations (see example). The teacher should choose the situations based on the age and maturity of the students. Students will read a situation and answer the questions outlined about each problem.				x	x

Example

- Tom is treated for syphilis. He tells Delores. She says she has no symptoms and refuses to go for treatment.

Follow-up Questions
What is the problem?
What are the important facts about the situation?
What are the possible actions?
What is the best solution?

		GI	CA	EK	SA	BA
4.	Teacher invites a guest speaker from the American Cancer Society or a guest who has had breast cancer.	x	x			
5.	Discuss how to perform breast self-examinations and know how often these self-exams should be performed. Using models provided by the American Cancer Society, allow students to practice breast examinations on the model. Discuss the difficulty of detection. Teachers, however, should emphasize that early detection and prompt treatment is the best chance for cure.	x	x		x	
6.	Teacher explains the procedure the doctor would follow in conducting a PAP smear examination. Discuss how and why PAP smears are performed and what would put a woman at a high risk for cervical cancer (multiple sex partners, early sexual activity, and possibly genital herpes and genital warts). Explain that early detection and prompt treatment mean the best chance for cure.	x				
7.	Working in small groups, students develop a poster which illustrates the warning signs of heart disease and illustrates preventative measures, e.g., regular exercise; low-fat, low-salt diet; techniques for managing stress. Display in classroom.	x	x			x
8.	Students research the physical, social and emotional problems associated with being a pregnant teenager. Include in the report the risk to the infant and mother.		x	x		
9.	Refer to activities described for objective 4, high school level.					

Resources:

American Cancer Society
American Heart Association
American Lung Association
Connecticut Department of Health Services
Connecticut Sexually Transmitted Disease Control Program
AIDS Secondary Level Curriculum Resources
Packet. State Department of Education and Department of Health Services. April 1987.
National AIDS Hotline, 1-800-342-2437
National STD Hotline, 1-800-227-8922

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 4

The students will identify and describe diseases or conditions that can affect the health of men, e.g., testicular cancer, STD (including AIDS) and heart disease.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Working in small groups, students research and present one of the following five topics on STDs/AIDS: • transmission • signs and symptoms • testing and treatment facilities • prevention • effect on infants Presentations may include audiovisual, discussion, myth/fact sheet, lecture, guest speaker. VARIATION: Students select a specific STD and research information using the five topic areas listed above.	x				x
2. Students create informative pamphlets on STDs, including AIDS, that may be used by other students as a resource. Include in the pamphlet symptoms, prevention, treatment and counseling facilities. (Nurse's office might be a good place for distribution).	x			x	
3. Students discuss in small groups, and then as a class, questions and issues related to STD/AIDS. The teacher should choose the questions based on the age and maturity of the students.				x	x

Questions

Why has AIDS caused so much controversy?
AIDS has brought up issues of civil rights, discrimination and privacy. How have these affected the way we deal with this disease?
How can we contribute to the solution of the AIDS problem?
Do you feel there is a stigma associated with AIDS? What is the stigma? How is the diagnosis of AIDS a stigma? Are there other diseases, present or past, that carried such a stigma? Why?
Would you respond differently to a person with AIDS than to someone with another terminal illness?

(*Special Topic, Curriculum Resources Packet: AIDS, Secondary Level.* State of Connecticut, Department of Education and Department of Health Services, 1987).

HIGH SCHOOL
Objective 4, continued

	GI	CA	EK	SA	BA
4. Teacher invites a guest speaker from American Cancer Society or a guest who has had testicular cancer.	x				
5. Discuss how to perform testicular self-examinations and know how often these self-exams should be performed. Using models provided by the American Cancer Society, allow students to practice testicular examinations on the model. Discuss the difficulty of detection. Teachers, however, should emphasize that early detection and prompt treatment is the best chance for cure.	x	x			
6. Develop a poster which illustrates the warning signs of heart diseases. Display in classroom or other appropriate area. Include in the poster preventative measures, e.g., exercise; low-fat, low-salt diet; techniques for managing stress.		x			
7. Each student assumes that he or she is infected with the AIDS virus. Working under that assumption, each student must choose which mode of transmission infected him or her. Students do not put their names on the papers. Students swap papers. Analyze and discuss the causes and accompanying prejudices in the student responses.			x		
8. Refer to activities described for objective 3, high school level.					

Resources

American Cancer Society
Connecticut Department of Health Services
Sexually Transmitted Disease Control Program
AIDS Secondary Level Curriculum Resources Packet.
State Department of Education and Department of Health Services. April 1987.
National AIDS Hotline, 1-800-342-2437
National STD Hotline, 1-800-227-8922

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 5

The students will evaluate behaviors that can prevent or minimize the risk of contracting diseases or developing conditions that affect women and men.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Discuss the importance of physical examinations, early detection and treatment of disease. Brainstorm what physical examinations would be important to them as teenagers and as adults.	x				
2. Students evaluate personal fitness and exercise programs. Examine the type of exercise, e.g., aerobic, strength, flexibility and endurance, as well as duration and frequency of exercise. Discuss the importance of regular aerobic exercise in terms of strengthening the heart muscle. Include in discussion the importance of target zone in monitoring heart rate during exercise. (Target zone is 60 to 70 percent of 220-age.)		x			
Example:					
220 -15 Student age 205 x 70% 144 Target zone = 143 beats of the heart per minute. This figure represents the high end of the target zone.					
220 - 15 Student age 205 x 60% 123 Target zone = 123 beats of the heart per minute. This figure represents the low end of the target zone.					
Teacher discusses the importance of keeping within the target zone when exercising aerobically. Include in discussion the need for a medical checkup prior to beginning aerobic activities, especially if over age 35.					
3. Students identify stressors in their lives. Then, working in small groups, students list techniques they have used to deal with stress, e.g., reading, exercise, hitting something, drugs, listening to music. Using the list compiled, evaluate which techniques they would consider positive and which they would consider negative. Why?		x			x
4. Students working in small groups research three healthy meals that would be low in fat, low in sugar and low in salt. After completing the research, students decide upon one of the three meals to prepare and share with their group and other classmates.	x				x

HIGH SCHOOL
Objective 5, continued

	GI	CA	EK	SA	BA
5. Discuss abstinence from sexual intercourse and the use of contraceptives.	x	x			
6. Determining the risk: working individually or in small groups, students determine behaviors that put persons at high risk, decreased risk and least or no risk for contracting an STD or AIDS. Label three columns (see below). Students brainstorm the types of behaviors that are appropriate for each category. Class discussion will allow teacher to correct misconceptions and reinforce behaviors that result in decreased, least or no risk for STD or AIDS.		x		x	x
7. The following activity represents a technique for teaching the risk of transmission of AIDS or other STDs. Each student in the class receives a colored piece of paper. The teacher must select two of one color (that color is the piece of paper that is infected with the AIDS virus), the rest can be any number of all the other colors. Students write on a sheet of paper the color they have received. Students exchange pieces of paper at least four to five times, each time writing down the color of paper received. Tell students to change pieces of paper with:			x	x	x

Example

High risk for STD/AIDS	**Decreased risk for STD/AIDS**	**Least or no risk for STD/AIDS**
Multiple sex partners, no condom use	One partner Using latex condom	Abstinence

- someone they know well;
- someone they don't know very well;
- someone of the opposite sex;
- someone of the same sex;
- someone on the other side of the room; and
- someone with the same color hair, eyes, shoes, etc.

When all exchanges have been made, ask students who have on their lists the color originally selected by the teacher to stand up. There should be at least eight to 10 students standing. Tell those students that you are sorry to inform them that they are infected with the AIDS virus. Point out that this had been set up in advance and that from two "infected" pieces of paper all these people were infected. They couldn't tell by looking at the pieces of paper that they were infected, and that the more partners a person has, the greater the chance of infection. VARIATION: Secretly give a sheet of paper to one or two individuals indicating that they are using a condom. Continue with activity previously described but in discussion refer to the protection offered by the use of a condom. Emphasize that the best protection is abstinence.

Resources

Child Nutrition Programs, State Department of Education
Connecticut Department of Health Services, Sexually Transmitted Disease Control Program
National AIDS Hotline, 1-800-342-2437
National STD Hotline, 1-800-227-8922

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 6

The students will identify hereditary factors in their families that increase the risk of developing noncommunicable diseases, e.g., breast cancer, high blood pressure, heart disease.

ACTIVITIES

		GI	CA	EK	SA	BA
1.	Teacher explains that a variety of factors can affect a person's susceptibility to disease, e.g., heredity, environment, diet, drugs, stress. Discuss that it is sometimes difficult to determine the role of heredity in diseases such as heart disease because family members can live in the same environment, have the same eating habits, and follow the same lifestyle. However, trends cannot be ignored.	x				
2.	Students research and compile a list of diseases which can be inherited. Students interview family members and identify which of the diseases can be traced to members of the family.		x			
3.	Working alone or in small groups, students design an informative booklet about inherited diseases. Include background, statistics, possible cures, prevention and treatment. These may be reproduced and distributed to other students or the community.	x	x			x
4.	Students research and compile an up-to-date medical history of themselves using a time line method. Include vaccinations, surgery, diseases and major illnesses.		x	x		
5.	Using the information compiled in activity 2, students list behaviors that may increase and/or decrease the risk of their developing the diseases identified.			x		x
6.	Students collect newspaper and magazine articles about hereditary factors and disease. Analyze their own health as it relates to the information in the article.		x	x		
7.	Working in groups, students create a commercial that identifies the hereditary risks of developing specific disease(s). Students write the script and act out the commercial. These commercials might be videotaped and shared with other students.			x		x

Resources

American Diabetes Association – Connecticut Affiliate
Hartford Easter Seal Rehabilitation Center
March of Dimes – Birth Defects Foundation

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 7

The students will utilize the decision-making process as it relates to healthy behavior.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Teacher reviews the steps involved in the decision-making process as outlined in this module on page 12.	x				
2. Working in small groups, students brainstorm a list of possible difficult situations they might have to solve or respond to. Students choose one situation and, as a group, apply the decision-making process to it. Possible situations might include date rape, drug use, cheating on a test.		x		x	x
3. Working alone, students apply the decision-making process to a personal decision or situation (confidential work). Students write the process out on a sheet of paper.				x	x
4. Present students with demands and situations to which they should respond "No" assertively. For example: • date demanding to touch sexual organs; • getting into a car when the driver has been drinking; and • saying "no" to someone who asks you out on a date and you do not want to go. Use refusal-skill model as outlined in this module on page 13 to role play the situations.			x	x	
5. Teacher asks students to role-play a variety of situations that are potentially stressful. (Prior student knowledge would include understanding the body's response to stress, the interaction of the mind and body, sources of stress, and coping mechanisms.) At the conclusion of the role-playing, ask students how they felt in their roles. Were they anxious? Did they attempt to relieve their anxiety? If so, how? What did the class like the most/least about the role-playing? Why? How did they make their decisions? **Examples of situations** • Going to a party where friends are urging you to drink alcohol. • Coming home one hour after curfew and covincing your parents that you really did have a flat tire. • Teacher unfairly saying you did not turn in your homework.		x	x		
6. Students brainstorm a list of common situations. Students then role-play selected situations in which the students respond in a passive, aggressive and assertive manner (see glossary). Evaluate the consequences of each type of response. Teacher must clearly direct students to the positive consequences of using assertiveness responses. (Prior to activity, teacher must review the definition and characteristics of the three responses: passive, assertive and aggressive.)			x	x	x

MODULE
PREVENTION OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES

HIGH SCHOOL

Instructional Objective 8

The students will identify community health resources.

ACTIVITIES

	GI	CA	EK	SA	BA
1. Students brainstorm ways of identifying community health resources, e.g., telephone book, school nurse, local doctors, state health department. Using that list, students develop a community health resource card which indicates names of organizations and telephone numbers. Distribute to students, staff and parents. This card might also include emergency telephone numbers.	x				
2. Working alone or in small groups, students assess the adequacy of their community health resources in meeting the needs of their community. In the assessment, students should evaluate which services and facilities are adequate and which services and facilities are inadequate. What changes need to be made?			x		
3. Students research local resources that provide counseling, testing and treatment sites. Information should include name of resource, (clinic, facility, physician), address, telephone number, hours, area of speciality and cost of visit.	x				
4. Students compile a list of support groups for specific diseases or behavior concerns, e.g., anorexia, bulimia, cancer, AIDS, herpes, drug dependency. Include information as suggested in activity 3 for distribution.	x				
5. Teacher invites to the classroom speakers who represent local community health organizations to discuss their function, purpose and available resources.	x				

HIGH SCHOOL
Objective 8, continued

	GI	CA	EK	SA	BA
6. Using community resources, students plan and conduct a health fair or "wellness day." (For more detail, refer to objective 1, activity 5, high school level).			x		x
7. Students evaluate the accuracy of health information found in various printed materials, e.g., tabloids, magazines, newspapers, pamphlets produced by the American Cancer Society, American Red Cross, American Lung Association, American Heart Association. Students should consider the following questions: What written material is apt to contain the most accurate information? Which would contain the most sensational? Are ads for "health products" based on fact? What effect does company profit have on the material printed?			x		
8. Teacher invites a public health official or a local legislator to visit class. Speaker may address the topic of laws designed to deal with germs borne by water, air, food. Focus could be (1) how laws are enforced, (2) why they are needed, (3) who makes such laws.	x				

Resources

Connecticut Department of Health Services, Sexually Transmitted Disease Control Program
American Cancer Society
American Heart Association
American Lung Association
American Red Cross

SUGGESTED ACTIVITIES BY GRADE
Primary And Upper Elementary

The following tables are provided to assist elementary teachers in determining developmentally appropriate activities for specific grade levels. Grade level differentiation of activities represents suggestions only. Each school district must determine activities which are appropriate for individual students (see page 1).

Key: The left side of each table lists objectives and activities as described in module for both primary and upper elementary grade groupings. For example, in the primary table, 1.1 indicates objective 1, activity 1 as found on page 26. The 'x' indicates the recommended grade level for that activity. For example, objective 1, activity 1 is recommended for students in Grades K-1, while objective 1, activity 8 is recommended for students in Grade 3.

Please note that there are two tables, one for the primary grades and one for the upper elementary grades.

PRIMARY: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	K-1	Grade 2	Grade 3
1.1	x		
1.2	x	x	
1.3	x	x	x
1.4		x	x
1.5		x	x
1.6	x		
1.7	x	x	
1.8			x
2.1			x
2.2	x	x	
2.3		x	x
2.4			x
2.5	x	x	
2.6	x		
2.7		x	
3.1	x	x	x
3.2		x	
3.3		x	x
3.4		x	x
3.5		x	
3.6	x		
3.7			x
3.8	x		
3.9	x	x	
4.1	x		
4.2	x		
4.3	x		
4.4		x	
4.5		x	x
4.6			x
4.7	x	x	
4.8			x
5.1	x		
5.2	x	x	
5.3		x	
5.4	x	x	x
5.5		x	x
5.6			x
5.7	x	x	x

UPPER ELEMENTARY: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	Grade 4	Grade 5	Grade 6
1.1	x		
1.2	x		
1.3		x	x
1.4	x		
1.5		x	
1.6		x	x
1.7		x	x
1.8			x
2.1	x		
2.2		x	x
2.3		x	
2.4	x		
2.5			x
2.6	x	x	
2.7			x
2.8			x
3.1		x	x
3.2		x	x
3.3		x	x
3.4	x	x	
3.5	x		
3.6	x		
3.7	x		
3.8	x		
3.9		x	
4.1	x	x	
4.2			x
4.3	x	x	x
4.4	x	x	
4.5		x	x
4.6			x
4.7		x	x
5.1	x	x	
5.2			x
5.3		x	x
5.4	x	x	
5.5	x		
5.6		x	x
5.7			x

UPPER ELEMENTARY, continued: Suggested Activities By Grade

Objective/Activity	GRADE LEVELS		
	Grade 4	Grade 5	Grade 6
6.1	x	x	
6.2	x		
6.3			x
6.4		x	x
6.5			x
6.6	x		
6.7	x	x	
6.8		x	x
7.1	x	x	x
7.2			x
7.3			x
7.4	x	x	x
7.5			x
7.6		x	x
7.7			x

RESOURCES

The agencies listed below provide free educational services to Connecticut school districts. This list is not intended to be exhaustive, but will provide a sampling of the services available.

American Cancer Society

Provides materials free of charge for both children and adults. Materials include pamphlets, teaching kits and videos. Speakers also are available. Contact your local American Cancer Society.

American Heart Association

School health programs include:
"Heart Treasure Chest" (Pre K-K)
"Getting to Know Your Heart" (Grades 1-3 and 4-6)
"Putting Your Heart Into The Curriculum" (Grades 6-8 and 9-12)
"Sweetheart Kit" (Grades 7-9)
"Jump For The Health of It" (Elementary and Intermediate)
"Heart Wise Newsletter" (For Teachers)

Also available: Computer software (Grades 6-8), audiovisual catalog, pamphlets and posters. Contact your local American Heart Association.

American Lung Association of Connecticut

School health programs include film library, Nursery-6 Lung Health Modules, "Marijuana: A Second Look" prevention/education program (4-6), 7-12 Bio-Monitoring Program, 9-12 Lung Health Modules, "Growing Healthy" curriculum (K-7) and other lung health educational materials (K-12). First-time materials free of charge with additional programs and materials subject to cost. Contact your local American Lung Association.

American Red Cross

Provides free pamphlets and posters on AIDS, babysitting, CPR and first aid. Speakers are also available upon request. Contact your local Red Cross chapter.

Connecticut Alcohol and Drug Abuse Commission

Contact the Prevention Division at 566-7458 or the AIDS coordinator at 566-6555. Address for CADAC is as follows: 999 Asylum Ave., Hartford, CT 06105.

Connecticut Sexually Transmitted Disease Control Program

Provides in-service training for teachers. Through the in-service program, participants will be provided an STD curriculum guide, computer instruction program and other materials specifically for classroom use. Contact the State Department of Health Services, Sexually Transmitted Disease Control Program, 150 Washington St., Hartford, CT 06106, 566-4492.

Information also is available from the following:

AIDS Section
Connecticut State Department
of Health Services
150 Washington Street
Hartford, CT 06106
566-1157

American Association For Health,
Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22090
(703) 476-3429

American Diabetes Association –
Connecticut Affiliate
40 South Street
West Hartford, CT 06107
953-4232

Center for Chronic Disease – Urban/Rural Health
Connecticut Department of Health Services
150 Washington Street
Hartford, CT 06106
566-7867

Child Guidance Clinic
257 West Main Street
Meriden, CT 06430
235-2815

Child Nutrition Programs
State Department of Education
P.O. Box 2219
Hartford, CT 06145
566-2220

Connecticut Clearing House
334 Farmington Ave.
Plainville, CT 06062
1-800-232-4424

Department of Children and Youth Services
170 Sigourney Street
Hartford, CT 06105
566-3661

Hartford Easter Seal Rehabilitation
Center
80 Coventry Street
Hartford, CT 06112
243-9741

Kidney Foundation of Connecticut
920 Farmington Ave.
West Hartford, CT 06107
549-1280

March of Dimes Birth Defects
Foundation
630 Oakwood Ave.
West Hartford, CT 06110
953-8500

New England Dairy and Food
Council
1157 Highland Ave. Suite 202
Cheshire, CT 06410
271-3533

State Department of Education
P.O. Box 2219
Hartford, CT 06145
566-2763

State Department of Health Services
150 Washington Street
Hartford, CT 06106
566-4800

GLOSSARY

Acquaintance rape — Forced sexual contact by a person the victim knows. This may include, but is not limited to, intercourse. Usually the offender is someone close in age to the victim.

AIDS (Aquired Immune Deficiency Syndrome)

- Aquired — Gotten from someone or something outside the body.
- Immune — The body's way of protecting itself from sickness.
- Deficiency — Not having enough.
- Syndrome — A group of signs which indicate that a person has a particular disease.

AIDS-Related complex — A human immunodeficiency virus (HIV) infection that is an early form of AIDS but not yet the disease itself.

Aggressive — Reacting in a hostile, attacking manner verbally and/or physically.

Antibody — A blood protein produced in response to exposure to a specific antigen. They are critical components of the immune system.

Antigen — A molecule which stimulates the production of an antibody.

Assertive — Clearly expressing what you want and how you feel. A straight-forward response.

Bacteria — A small organic structure or cell from which a new organism may develop.

Cancer — A disease characterized by rapid growth of abnormal cells which may eventually damage organs.

Child maltreatment — (The following areas are included.)

- Emotional abuse — Failure to provide a loving environment in which children can thrive, learn and develop.
- Neglect — Failure to provide the necessities of life for a child. Neglect includes abandonment, lack of medical care, inadequate nourishment, inappropriate clothing, lack of supervision, unsafe housing and failure to send the child to school.
- Physical abuse — Physical injury afflicted other than by accident. The injury may not be intentional; it may result from over discipline or physical punishment inappropriate to the child's age or condition.
- Sexual abuse — Any form of sexual activity imposed upon a child which might range from voyeurism and exposure to fondling and intercourse.

Chronic — Of long duration; prolonged. Describes disease that persists for a long period of time.

Communicable disease — A disease that can be transmitted to others.

Condom	A contraceptive device placed over the penis to prevent sperm from vagina. Also helps to prevent the transmission of the AIDS virus.
Consent	To agree or choose to participate in something as an equal. This means the participants must have equal knowledge, power and control. A child cannot have sex with an adult because he or she does not have equal knowledge, power and control.
Disease	An abnormal condition as a consequence of infection, genetic factors weakness or environmental stress that impairs the correct functioning of a body part or system.
Enabling	Attempts made by significant groups, adults or peers which allow the continuation of positive and/or negative behaviors.
Epidemiology	The study of the causes and means of controlling disease.
Heterosexuality	Sexual attraction for others of the opposite sex.
Homosexuality	Sexual attraction for others of one's own sex.
Infection	A condition that occurs when germs attack the body's cells, grow and reproduce.
Integument	The body system that includes the skin and membranes which enclose organs.
Kaposi's sarcoma	A rare type of cancer that occurs as spots on the skin or in the mouth. This is an opportunistic disease associated with AIDS.
Lifestyle	The manner or way in which people live that reflects the attitudes and values of an individual or group.
Morbidity rate	The number of people who become ill from a disease.
Mortality rate	The number of people who die from a disease.
Noncommunicable disease	A disease that cannot be transmitted to others.
Offender	A person who commits a crime, or assaults or abuses another person.
Passive	Accepting objectionable actions or responses without taking action. Acceptance without resistance.
Pneumocystis carinii pneumonia	An opportunistic form of pneumonia associated with AIDS.
Self-talk	The "chatter" that goes on in one's own thinking and thought process.
Sexual abstinence	Restraint from sexual activity.

Sexual assault	Forced sexual contact that includes, but is not limited to, rape.
Sexual harassment	Bullying, persecution or manipulation using sexual language, threats or demands, usually in a frightening or threatening manner.
Sexuality	Our identity, senses, thoughts, feelings and actions related to our maleness and femaleness. It includes how we act with ourselves, our families and society and the relationships we have with others.
Sexual role stereotype	An untruth or oversimplification about the traits or behaviors common to one gender. Stereotypes are applied to each member of a group without regard to that person's individual characteristics.
Sexually transmitted diseases (STDs)	A group of diseases usually spread through sexual contact.
Toxic-shock syndrome	A rapidly developing and sometimes fatal infection occurring especially in menstruating women using high-absorbing tampons.
Vaccinate	To inoculate with a vaccine in order to produce immunity to a disease.
Victim	One who is harmed by or made to suffer from an act.
Virus	A microscopic particle that is capable of infecting and causing disease.

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